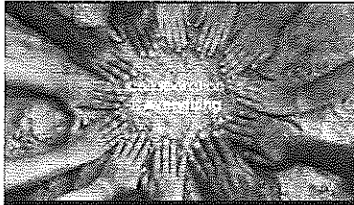


Enhancing Successful Outcomes for Youth with Disabilities



9/18/2017

1

Presentation Objectives

- Describe collaboration through the Community of Practice model
- Describe supports/services available both during and after high school
- Provide resource and contact information



9/18/2017

4

Arizona Community of Practice on Transition

The Arizona Community of Practice on Transition (AzCoPT) team meets regularly to collaborate, develop, and coordinate transition services, professional development, and resources related to improving the transition experience for youth with disabilities.

Current AZCoPT partners include:

- Arizona Department of Education/Exceptional Student Services
- Rehabilitation Services Administration (RSA)/ Vocational Rehabilitation (VR)
- Tribal 121 programs
- Division of Developmental Disabilities (DDD)
- Division of Behavioral Health Services (DBHS)
- Office for Children with Special Health Care Needs (OCSHCN)
- Raising Special Kids
- AZ Developmental Disabilities Planning Council
- Youth Advocate



9/18/2017

2



Raising Special Kids Families Helping Families

Mission:

Raising Special Kids exists to improve the lives of children with the full range of disabilities, from birth to age 26, by providing support, training, information and individual assistance so families can become effective advocates for their children.



9/18/2017

5

AZCoPT Objectives



- Collaboration between agencies providing supports and services to youth with disabilities and their families
- Provision of guidance to anyone working with transitioning students to better create "linkages" to services and supports
- Identification of transition resources for parents and individuals with disabilities



9/18/2017

3

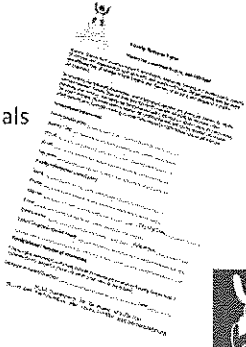

Comprehensive Family Resource Center

- Serving all of Arizona with staff in Phoenix, Flagstaff, Tucson, Sierra Vista and Yuma
- Founded in 1979 - 501(c)(3) Nonprofit organization
- Staffed by family members of children with disabilities and special health care needs
- Works hard to keep our services at no cost to families
- Provides training, materials, and consultation in English and Spanish
- Supports families of diverse culture, structure and background



Referrals

- Self-referrals
- Education Professionals
- Hospitals
- Physicians
- State agencies
- Other






7

9/18/2017

Parent to Parent Program

- Raising Special Kids and Pilot Parents of Southern Arizona provide Parent to Parent Mentoring
- Upon request, Parent Leaders are matched with families facing a new concern (e.g.: new diagnosis, medical and therapy options).
 - Increases families' ability to cope
 - Supports families in problem solving
 - Develops awareness of community support



98% of parents have reported that Parent to Parent support is helpful to them.

11

9/18/2017

Parent Training and Information Center

- Arizona's Parent Training and Information Center (PTI) provides special education training and assistance to families of children with disabilities from birth to 26 years of age
- Every state has at least one center funded through the U.S. Department of Education under Part D of the Individuals with Disabilities Education Act (IDEA)





8

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AZ Department of Education (ADE) Exceptional Student Services (ESS)

- ADE serves Arizona's education community, ensuring every student has access to an excellent education
- ESS provides high quality service that builds capacity to improve outcomes for all students





11

9/18/2017

Navigating Systems of Health Care

- Information for families about using systems of care and health care financing
- Training for health care professionals to increase their knowledge and skills in working with families
- Advocacy with state programs (AHCCCS, CRS, ADHS/DBHS) for children with special health care needs
- Raising Special Kids is Arizona's Chapter of Family Voices, a national organization on children's health issues


12

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Special Education Transition Services are Defined as....

- A plan that is intentionally designed to facilitate the student's movement from school to post-school activities
- A plan that is focused on improving the academic and functional achievement of the student
- A plan with outcomes based on individual needs, taking into account the student's **strengths**, preferences, and interests
- A coordinated set of activities, including a course of study, that are designed to be a results-oriented process

IDEA 2004 CFR § 300.43



12

9/18/2017

Individualized Education Program (IEP) Required Components

The IEP must provide transition services:

- No later than the first Individualized Education Program (IEP) to be in effect when the child turns 16
- or younger than 16, if transition services are determined appropriate by the IEP Team

(8) IEP Components:

1. Measurable postsecondary goals, (MPGs)
2. MPGs are updated annually
3. Age-appropriate transition assessments
4. Course of study
5. Coordinated set of activities
6. Aligned annual IEP goals
7. Student invitation to IEP meeting
8. Outside agency invite with prior consent



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Additional Requirements to Enhance Transition Planning

Arizona Education Career Action Plan (ECAP)

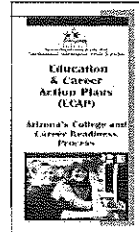
Arizona State Board of Education approved the Education Career Action Plan on 2/25/08 for all students in grades 9-12.

- An ECAP reflects a student's current plan of coursework, career aspirations, and extended learning opportunities for developing the student's individual academic and career goals.
- The ECAP process will allow students to learn about and develop needed skills for managing 21st century technologies and postsecondary work place requirements.
- At a minimum, an ECAP will allow students to enter, track, and update the following information:

1. Career
2. Academic
3. Postsecondary Education
4. Extracurricular



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Partnering with Outside Agencies for Transition Planning

- Be aware of the agencies that might be able to provide transition services and:
 - Identify when you should invite
 - Learn what services they provide
 - Learn the eligibility requirements
 - Understand what you can do now to prepare the student to continue/begin those services
- Carefully consider who to invite to the IEP and: (Consent is required prior to inviting outside agencies to an IEP)
 - Find out what information might they need from you
 - Work collaboratively with the agency and family prior to the meeting to help draft the IEP
 - Review information from the IEP/Special Education staff and the student's Education and Career Action Plan (ECAP) to develop the rest of the transition plan



9/18/2017

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Rehabilitation Services Administration (RSA) Vocational Rehabilitation (VR)

- Works with individuals with disabilities to achieve their goals for employment and independence.
- Collaborates with community organizations, Federal/State agencies, clients, employers, and businesses.
- Provide effective and quality services.



Additional Requirements to Enhance Transition Planning

The Summary of Performance (SOP)

Summative document that goes with the student when they exit high school with a regular education diploma or age out.

- Separate document (not required to be a part of the IEP)
- Can be used by other agencies as a tool for post-school transition planning
- At a minimum, an SOP will address the following components:
 - Summary of academic achievement
 - Summary of Functional performance
 - Recommendations on how to assist the student in meeting their measurable post-secondary goals (modifications, accommodations and assistive technology)



9/18/2017

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VR Eligibility Requirements

An individual:

- has a physical, mental or emotional impairment that results in a substantial barrier to employment
- is able to benefit in terms of an employment outcome
- wants to work and requires VR services to prepare for, secure, retain or gain employment




Rehabilitation Act Section 7(20)(B)



9/18/2017

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Order of Selection




The Priorities:

- **Priority 1** – *Most significant disability*
- **Priority 2** – *Significant disability*
- **Priority 3** – *All other individuals with disabilities*

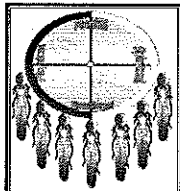
Life areas assessed to determine Priority:

- Mobility
- Communication
- Self-care
- Self-direction
- Interpersonal
- Work tolerance
- Work skills




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American Indian Vocational Rehabilitation Programs



Navajo Nation

- Funded through the Office of Special Education and Rehabilitative Services (OSERS)
- Funded under section 121 of the Rehabilitation Act
- Implemented for individuals not being served or underserved



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Referring Students for VR Services

When?

- The student is ready to begin the transition process
- Could be as early as freshman year

Who?


- Self-referral
- Educator
- Family member
- State agency
- Other

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Purpose of Vocational Rehabilitation

Provide culturally relevant VR services necessary to assist Americans with a disability in preparing for securing, retaining, or regaining an employment outcome




9/18/2017

VR Services

An Individualized Plan for Employment (IPE) is developed based on the disability-related needs of the individual for his/her specific vocational goal:


- Vocational counseling & guidance
- Assessments
- Career exploration
- Work readiness activities
- Assistive technology
- Information about community resources
- On-the-job training
- Community college or university education
- Vocational or technical training
- Job development and placement




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Navajo Nation Office of Special Education & Rehabilitative Services

- Vocational Rehabilitation Services
- Independent Living Services
- Early Childhood Intervention (Growing in Beauty)
- Tuba City Industrial Laundry/Food Vending Services
- Navajo ABE
- Navajo Nation Handicapped Trust Funds
- Navajo Nation Advisory Council on the Handi-CAPABLE



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American Indian VR

- Nationally there are eighty-five American Indian VR programs.
- In Arizona, five Tribes are funded:
 - Navajo Nation
 - Fort Mojave
 - Tohono O'odham
 - White Mountain Apache
 - Salt River-Pima Maricopa Indian Community



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Division of Developmental Disabilities (DDD)

- Provides life-long services and supports for eligible program members
- Partners with stakeholders to promote successful transition from school to adult life
- Supports *Employment First* as the primary day activity for all members of working age



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VR Eligibility Requirements

An individual must:

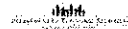
- Be an enrolled member of an American Indian Tribe
- Physically live on/near the reservation
- Have a physical or mental impairment which constitutes an impediment to employment
- Require VR services that will lead to employment



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Eligibility Criteria

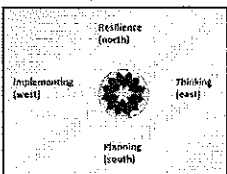
- Resides in Arizona
- Applies voluntarily
- Meets diagnostic criteria for age in one of the following categories:
 1. Autism
 2. Cerebral Palsy
 3. Cognitive Disability
 4. Epilepsy
- Disability manifests before the age of 18 and is likely to continue indefinitely
- Exhibits substantial functional limitations in 3 of 7 major life skill areas



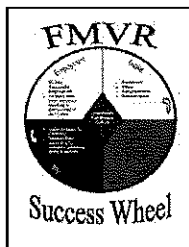
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Navajo and Fort Mohave Cycle of Services



Navajo



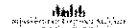
Fort Mohave



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Life Skills Areas

1. Self-care: *eating, grooming, hygiene, etc.*
2. Receptive and expressive language: *communicating with others*
3. Learning: *acquiring and processing new information*
4. Mobility: *moving from place to place*
5. Self-direction: *managing personal finances, protecting self-interests, or making independent decisions that affect one's well-being*
6. Capacity for independent living: *able to live on one's own*
7. Economic self-sufficiency: *able to financially support oneself*



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Categories of Eligibility

- State-only funded
 - Receives support coordination and community resource referrals
- Medicaid funded (Title XIX)
 - Targeted
 - Same as state-only plus acute health care services
 - Arizona Long Term Care System (ALTCs)
 - Same as targeted plus an array of home and community based services



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Arizona Health Care Cost Containment System (AHCCCS)

Formerly Arizona Department of Health Services/Division of Behavioral Health Services (ADHS/DBHS)



Reaching across Arizona to provide comprehensive quality health care for those in need 34

Supports and Services

DDD members receive services and supports based on assessed need and an Individualized Support Plan (ISP) developed by their team, including:

- | | |
|------------------------------------|------------------------|
| • Attendant care | • Home health services |
| • Day treatment and training | • Residential |
| • Employment supports and services | • Respite care |
| • Habilitation | • Therapy services |
| | • Transportation |



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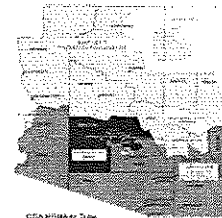
32

Arizona Health Care Cost Containment System (AHCCCS)

Responsible for monitoring: ***Formerly ADHS/DBHS

The Regional Behavioral Health Authorities (RBHAs)

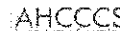
- > Health Choice Integrated Care (HCIC)
- > Mercy Maricopa Integrated Care (MMIC)
- > Cenpatico Integrated Care (C-IC)



Fee-for-Service Tribal RBHAs (T/RBHAs)

- > White Mountain Apache Tribe
- > Gila River Indian Community
- > Pascua Yaqui Tribe
- > Navajo Nation
- > Colorado River

CCA HHSMA# Title
 CCA # Health Choice Integrated Care (HCIC)
 CCA # Mercy Maricopa
 CCA # Cenpatico Integrated Care (C-IC)
 CCA # Gila River Indian Community (Gila River Indian Community)
 CCA # Pascua Yaqui Tribe
 CCA # Navajo Nation
 CCA # Colorado River



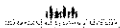
35

Employment Supports and Services

- Individual Supported Employment
- Group Supported Employment
- Center-Based Employment
- Employment Support Aide
- Transition to Employment
- Transportation



Individuals may participate in one or more of these services both prior to (such as a summer program) or after exiting school



9/18/2017

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The 12 Arizona Principles

- | | |
|---------------------------------------|---|
| • Collaboration with child and family | • Services tailored to child and family |
| • Functional outcomes | • Stability |
| • Collaboration with others | • Respect for the child and family's unique cultural heritage |
| • Accessible array of BH services | • Independence |
| • Best practices | • Connection to natural supports |
| • Most appropriate setting | |
| • Timeliness | |

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Eligibility and Referral

Eligibility:

- Children, age 0-21, who meet the eligibility requirements established by AHCCCS for Title XIX and Title XXI (KidsCare) are eligible for the full range of Behavioral Health Services

(DBHS serves individuals over the course of their lifespan but this presentation focuses on individuals aged 0-21)

Referral:

- Contact Member Services for the T/RBHA that are providing services in your area. The T/RBHA phone numbers can be found on the DBHS website: <http://www.azdhs.gov/bhs>

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Intergovernmental Agreement (IGA)

DBHS and RSA/VR work together to coordinate and provide vocational services to individuals determined to have a Serious Mental Illness (SMI) through an Intergovernmental Agreement.

The purpose of the IGA is to increase the number of employed people with psychiatric disabilities who are successful and satisfied with their vocational roles and environments.

DBHS contributes funding toward the IGA, which draws down matching Federal dollars



Preparing for Adulthood

- ADHS/DBHS expectations are outlined in the Practice Protocol "Transition to Adulthood" <http://www.azdhs.gov/bhs/guidance/index.htm>
- Every child and youth must be served through Child and Family Team (CFT) Practice.
- The CFT members assist in assessing post-secondary educational wants/needs as members of the IEP process and coordinate and collaborate with other system partners to support a smooth transition across systems

Beginning at age 16, the CFT must help the youth and family determine what, if any, the youths needs will be as he/she transitions to adulthood. This includes

1. Assessment of Independent Living Skills
2. Housing
3. Safety
4. Physical Health
5. Access to Insurance
6. Transportation
7. Education
8. Employment
9. Financial Supports
10. Natural Supports



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Office of Children with Special Health Care Needs (OCSHCN)

What Does Health Have To Do With Transition?



Everything!

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Services Available

- Treatment
- Medical
- Residential
- Crisis Intervention
- Inpatient
- Behavioral Health Day Programs
- Prevention
- Support and Rehabilitation

Support and Rehabilitation Services

- Skills Training and Development
- Psychoeducational Services (Pre-Employment Skills)
- Ongoing Support to Maintain Employment (Job Coaching)
- Case Management
- Personal Care Services
- Peer Support
- Family Support
- Respite Care
- Supportive Housing



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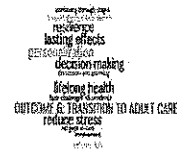
Who are Children and Youth with Special Health Care Needs?

Children with a chronic physical, developmental, behavioral, or emotional condition, and

Require health and related services beyond those required by children (birth – 21 years old) generally.

In Arizona about 241,000 children, aged birth through 17, meet this definition.

Defined by the U.S. Department of Health and Human Services, Health Resources and Services Administration, Maternal and Child Health Bureau (MCHB)



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OCSHCN in Pediatric to Adult Health Care Transition

OCSHCN Promotes:

- Evidence informed best practices for the health care transition of youth with special health care needs
- Health care transition planning among community partners
- Self-determination for youth/young adults with special health care needs
- Children with special health care needs being included in decision making at the earliest age possible

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Health Care Transition Plan Should

- Include timelines for goals and activities
- Identify who is responsible for coordinating transfer of care
- Identify an adult health care provider
- Address current strengths and needs
 - Transportation
 - Emergency Planning
 - Health Insurance



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OCSHCN Promotes Best Practices in Pediatric to Adult Health Care Transition

Youth/young adults, family and the health care provider develop a written health care transition plan that includes:

- Coordination of transition services
- Identification of an adult health care provider
- Future health insurance coverage



Transition plans are reviewed and updated as needed

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Statewide Independent Living Councils (SILC) are cross-disability councils, controlled by people who have disabilities, that promote programs, resources, and services to empower people who have disabilities to live independently.

AZSILC Mission:

To promote equality, inclusion, and choice for people who have disabilities through collaboration and public policy change.

OCSHCN Promotes Self-Determination for Youth

Youth/Young adults develop and practice health care skills by learning:

- About their health condition and how to describe and manage it
- How to schedule medical appointments
- How to be an effective self-advocate
- How health insurance eligibility may change at age 18

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Role of SILCs

- Each state, and respective U.S. territory is required to have a Statewide Independent Living Council (SILC).
- SILCs, Centers for Independent Living (CILs), and other partners work collaboratively on the State Plan for Independent Living (SPIL), a 3 year document which is the basis for the federal fund allocations to each state for Independent Living programs and services.
- SILCs periodically convene public meetings and hearings statewide to provide opportunities to solicit information from people who have disabilities and other stakeholders throughout the state, regarding disability issues, concerns, and needs.
- SILCs advise government agencies, the legislature, CILs, and others in the state regarding issues of public policy that affect people who have disabilities.

9/18/2017



Centers for Independent Living (CILs)

- Centers for Independent Living (CILs) are cross-disability, consumer-controlled, community-based, non-residential, nonprofit organizations, providing both individualized services and systems advocacy.
- CILs Board of Directors must be comprised of 51% or more individuals who have disabilities.
- The majority of CILs direct service staff must be individuals who have disabilities.

Centers for Independent Living Core services

1. Information and Referral
2. Peer Support
3. Independent Living Skills Training
4. Advocacy
5. Transition

9/18/2017



"I learned that having a disability is a vital part of my life, but I can't let it control who I am. Leadership and self-advocacy are two of many things that must be used to take charge of my own life so I can be independent."

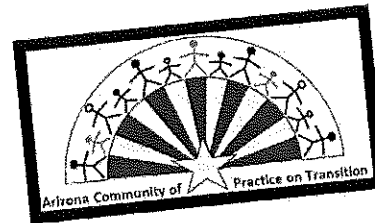
A.P., 2014 AZYLF Alumni

- Although purposeful and relevant, the true value of AZYLF is not found in a workbook or in the words of an accomplished presenter, it is found in the climate of trust, mutual respect, and absolute acceptance, which allow youth to be themselves, to be heard, and to be changed.
- Delegates are assisted in developing a Personal Leadership Plan which includes specific action items as they return to their communities.
- Delegates become a voice for their peers as they serve to inform the Arizona State Plan for Independent Living (SPIL).
- Delegates are assigned a mentor for on-going support for one year after completing AZYLF.
- AZYLF has created the AZYLF Alumni Association to provide continued opportunities for youth to remain engaged, practice skills, become involved in larger scale efforts, advocate, serve as Ambassadors for AZYLF, and assist in enhancing and sustaining AZYLF.



Arizona has 5 Centers for Independent Living:

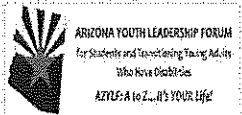
- Ability360** in Phoenix
(Maricopa, Pinal, Pima, Gila)
- Assist to Independence** in Tuba City
(Navajo Nation, Hopi Nation, Paiute Nation)
- Direct Center for Independence** in Tucson
(Pima, Pinal, Cochise, Maricopa, Santa Cruz, Graham, Greenlee)
- New Horizons Disability Empowerment Center** in Prescott Valley
(Apache, Coconino, Mohave, Navajo, Yavapai)
- Services Maximizing Independence and Empowerment (SMILE)** in Yuma
(Yuma, LaPaz)



Questions???

9/18/2017

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ARIZONA YOUTH LEADERSHIP FORUM
for Students and Transitioning Young Adults
Who Have Disabilities
AZYLF: A to Z...It's YOUR Life!

Check out Arizona Youth Leadership Forum on Facebook!

- Arizona Youth Leadership Forum (AZYLF) for Students and Transitioning Young Adults Who Have Disabilities is an innovative, 6-day conference, for students and young adults who have disabilities, as they prepare for and experience transition to adulthood.
- Designed to foster personal growth through self-discovery, AZYLF provides experiential learning opportunities to assist each individual as they identify and embrace their strengths and gifts, in conjunction with planning for their future.
- This dynamic environment focuses on leadership development, career exploration, effective advocacy, and empowers through heightened awareness of disability history and culture.
- AZYLF invests in our most precious resource, the youth who will transform our tomorrows.



Partnering for Transition

Arizona Department of Education, Exceptional Student Services,
Secondary Transition

Andi Asel, Education Transition Specialist
(602) 542-3153, Andi.Asel@azed.gov

Ana Núñez, Education Transition Specialist
(602) 542-4195, Ana.Nunez@azed.gov

Angela Odom, Education Transition Specialist
(602) 542-7882, Angela.Odom@azed.gov

Web Address: <http://www.ade.state.az.us/ess/>

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Partnering for Transition

Rehabilitation Services Administration (RSA), Vocational Rehabilitation Program (VR)

Sara Sembiante
Statewide Transition Coordinator
520-628-6810 x261
SSembiante@azdes.gov
400 E. Congress Street, Suite 400
Tucson, AZ 85701

Betty Schoen
Region 1 Transition Specialist
602-542-6282
BSchoen@azdes.gov
1789 W Jefferson, 2nd Floor NW
Phoenix Arizona 85007

Brenda Miller
Region 2 Transition Specialist
520-872-9513
MillerB@azdes.gov
1455 South Alvernon Way
Tucson, AZ 85711

Web Address: <https://des.az.gov/services/employment/arizona-rehabilitation-services>

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Partnering for Transition

Arizona Department of Health Services, Division of Behavioral Health Services

Robert Crouse
Implementation Manager, Children's System of Care
150 N. 18th Avenue, Suite 240, Phoenix, AZ 85007
602-364-4854,
CRouser@azdhs.gov

Adam Robson
Housing & Employment Administrator
150 North 18th Avenue, Suite 280
Phoenix, AZ 85007
602-364-4622
Adam.Robson@azdhs.gov

Web Address: <http://www.azdhs.gov/bhs>

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Partnering for Transition

Arizona Department of Economic Security (DES)
Division of Developmental Disabilities (DDD)

Margaret Corcoran, Employment Services Manager
2200 N. Central Ave., Phoenix, Arizona 85012
480-261-2130, MCcorcoran@azdes.gov

Web Address: www.azdes.gov/ddd/

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Partnering for Transition

Arizona Department of Health Services/Office for Children with Special Health Care Needs

Rita Aitken, Education & Advocacy Manager
150 N. 18th Avenue, Suite 330
Phoenix, Arizona 85007-3242
(602) 364-1480 or 1-800-232-1676 (ask for OCSHCN)
Rita.Aitken@azdhs.gov

Shelly Persons, Title V Outreach Manager
150 North 18th Avenue, Suite 320
Phoenix, Arizona 85007-3242
602-364-1497 or 602-542-1860
Shelly.Persons@azdhs.gov

Web address: <http://www.azdhs.gov/phs/ocshcn/index.htm>
Send OCSHCN a message: OCSHCN@azdhs.gov

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Contact Information

- Robert Crouse (AHCCCS)
 - Children's Services Collaborator
 - 602-364-4854
 - Robert.Crouse@azahcccs.gov



- Adam Robson (AHCCCS)
 - Employment Administrator
 - 602-364-4622
 - Adam.Robson@azahcccs.gov

AHCCCS Web Address: <https://www.azahcccs.gov>

Reaching across Arizona to provide comprehensive quality health care for those in need

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Partnering for Transition

Raising Special Kids

Christopher Tiffany, Director of Family Support and Education
5025 E Washington St, Suite 204
602-242-4366
christophert@raisingspecialkids.org

Office of Special Education & Rehabilitation, Navajo Nation

Paula Seanez, Assistant Director
PO Box 1420, Window Rock Arizona 86515
928-871-6993
pseanez@navajo.org

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Partnering for Transition

Statewide Independent Living Council (SILC)

Melissa Ann Santora
Director of Administration/ AZYL Coordinator
5025 E Washington St, Suite 214
(602) 262-2900
melissa@azsilc.org
www.azsilc.org
www.azylf.org

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